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January 17, 1927

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JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

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EDITORIALS

Educational Fatigue Deposit

IT IS a tragedy for a teacher to be tired. It is ultimately nervous agony for the teacher, and it is next to impossible for a teacher to be constitutionally tired without being calamitously tiresome to the children. It has been discovered that it is entirely needless for any one to be constitutionally tired.

One of the famous discoveries of recent times is that unless one rests as soon as he is tired, rests before the next serious effort, there is a deposit, actual deposit somewhere along the spinal chord, a sort of nerve deposit, as it were, and the tired feeling becomes permanent, and one's nerves are literally in agony. There is no drug that brings relief, no operation is of any avail. Scientifically this is styled "fatigue deposit," and the only cure or relief comes from frequent and skilful massage of the hard spots along the spine until they are worked out of the system. At first the pain from the manipulation is like sharp knifing, but ultimately it is a luxury and the deposit entirely disappears. Whoever has been rescued from fatigue deposits will never get tired a second time so long as there is any trace of the previous tired feeling. No weariness leaves a deposit unless it is the stale effect of a neglected weariness.

Fatigue deposits are the clinker of the unattended to furnace of the nerves, a sort of stoppage of the nervous circulation.

Educational fatigue deposits are the accumulation of uninteresting, monotonous weariness of study and recitation of a subject, or phases of a subject, in which a class or a child is unbearably bored because the teacher has fatigue deposits that make the teacher so tired that the children are eternally tired, and have fatigue deposits.

The only rescue is from skilful manipulation of the school system, painful at first, persisted in until it is a comfort, then a luxury, then a complete rescue, and superintendent, supervisor, principal, and teachers will never allow any one in the system to get tired a second time until there is a joyous rest from the previous weariness.

A part of the time devoted to curriculum reform might well be spent in rescuing teachers and pupils from fatigue deposits.

O. T. Corson on Class Instruction

WE ARE using in this issue a remarkable article by Dr. O. T. Corson of Oxford, Ohio. It was his side of a discussion on the subject with Carleton W. Washburne, superintendent, Winnetka, Cook County, Illinois, in Columbus, Ohio, at the Ohio Central Association.

Mr. Washburne's claims for "Individual Instruction" were the same that he has given on hundreds of platforms and published in books. They are along the line of the late Frederick Burk of California and Preston W. Search. We cannot conceive of any well-informed schoolman or woman who is not familiar with these claims. They are exceedingly popular, and have many champions.

But we have seen no statement of the value of class instruction in a long time, hence we publish in this issue the report of Dr. Corson's part in the discussion. We do this the more readily because we have had a conviction that some of the advocates from Search and Burk to Washburne are rarely fair to the classroom teacher. We probably see as many teachers in action in more than half the states of the Union as does anyone, and we never see class work such as we are told is universal. We have seen no lockstep in the best class work in any school in the United States for several years. We know of no city superintendent who would tolerate it whenever he could eliminate it, as he always can after a little time.

We are sure that Burk and Search and Washburne have had much to do with the quickening of the pace of progress. We are sure that they have been of real service in improving class work, but we have seen no indication that class work has ever been appreciably endangered by Burk or Search, and it is too early to know to what extent Mr. Washburne will affect the elimination of the class work of the United States. He is certainly a dandy sharp-shooter, but it is too early to pass any judgment upon his campaign to affect the class work of three-quarters of a million American teachers. We never criticised Burk, whom we loved like a brother, and we wrote in ardent praise of his aspirations. He had no more devoted champion than we were of his work in Santa Rosa. We never criticised Mr. Search, but we were less demonstrative in our championship. We certainly have never had the faintest suspicion of a desire to criticise Mr. Washburne, whom I highly appreciated when he was a brilliant understudy of Fred Burk, and I shall be genuinely happy if he can do what both Burk and Search utterly failed to do. He has a better opportunity than either of them had, for he has no lockstep to fight and they had a padlock-step to fight in many communities.

We think it will be well for everyone to read with care what Dr. Corson says, for he is without question the ablest champion of the best service along conventionally progressive lines of educational activities in America today.

Who else could use a sentence of six printed pages, 1,743 words, 125 commas, 32 semicolons, and one period, as Dr. Nicholas Murray Butler did in his annual report describing Columbia University's accomplishments during a year, and keep the grammar correct?

Thanksgiving in San Francisco

PUPILS from twenty-seven San Francisco schools on Thanksgiving week gave a remarkable demonstration of unprecedented experty ability in voice control, in tone shading and interpretation of the sentiment of musical composition. The famous Fairmont Hotel was given up to these artistic songsters. There were two thousand six hundred enthusiastic citizens in the audience, and there could have been no keener appreciation than the audience showed again and again as the children revealed the musical skill attained in the public schools. These children from twenty-seven sections of cosmopolitan San Francisco had never sung together before, but the music teachers have all the children of all the schools so trained that they sing without rehearsal as though they had always sung together.

At the close of the concert the proprietor of the Fairmont provided refreshments for all members of the chorus.

Whoever knows California knows without one saying so that the masterful genius who makes this possible is Estelle Carpenter, director of music in the public schools, and chairman of the music committee of the California Federation of Music Clubs. Her leadership is superb, and the entire corps of teachers of music in the city under Miss Carpenter's direction has an inspirational broadcasting that makes the entire school system a gigantic amplifier of music appreciation.

TEACHERS COLLEGE, Columbia University, will have on the faculty of the summer session some of the most modern city superintendents of the country, notably Daniel J. Kelly of Binghamton, J. W. Studebaker of Des Moines, and Frank G. Pickell of Montclair, also one of the most outstanding secretaries of a city board of education, G. W. Gerwig of Pittsburgh, Pa., and a well-known assistant city superintendent, George Womrath of Minneapolis.

Oversupply of Teachers

ONE of the public school problems of the near future will be the reduction of the number of students preparing to teach. In several states there are more graduates of Teachers Colleges and Normal Schools than the schools can absorb, and the process of reducing the number of student teachers by selecting the most promising applicants has begun. Boston, for instance, has limited the number of students to 150 in the three-year courses and fifty in the four-year college department. The applicants are accepted by the most careful test of scholarship and professional estimate of promising personality.

Withers Stays in New York

WHILE it has been known for some time that Dean John W. Withers was to stay with New York University he had not formally declined the presidency of the State University of West Virginia until December 28, 1926. The declination was a great disappointment to West Virginia and to State University people everywhere.

Dr. Withers is one of the notable professional educational leaders of the country, the kind of a man who should be at the head of a great state university, a companion piece to President Jessup of Iowa, President Lindley of Kansas, and President Coffman of Minnesota, men who were eminent professional educators before they were university presidents.

It is easy to understand that he was under moral and professional obligation to remain at New York University, because much of the vast endowment raised has been given largely because of the noble professional work he is doing in New York.

The teachers of Illinois have a state pension provision of $1,500 at 75 in 1926; at 74 in 1927; at 73 in 1928; at 72 in 1929; at 71 in 1930; at 70 in 1931.

It is assumed that teachers may also draw the old state pension of $800, but of that we are not sure. The state pension of $1,500 represents skilful crusading of the teachers as a whole for some years.

Helen Robinson of Maine

MISS HELEN ROBINSON, deputy superintendent of Portland, is the first woman president of State University of Maine, although the long-ago Maine Pedagogical Society had Mary Snow of Bangor as president. Miss Robinson has been universally appreciated by all school people of Maine as second to no one in the public schools of the state in scholastic equipment, educational sanity, or professional devotion. No man would be an opposing candidate when Helen Robinson's name was proposed. No state is better organized for high professional achievement than is Maine. No state is more widely serviceable professionally than is Maine with Payson Smith as State Commissioner of Massachusetts, Walter E. Ranger, State Commissioner of Rhode Island, Randall J. Condon, superintendent of Cincinnati, and president of the Department of Superintendence, N. E. A. Its present commissioner, A. O. Thomas, president of the World Federation of Educational Associations, and Florence Hale, a universally appreciated educational speaker in every section of the United States, demonstrates that the Maine of today is as nationally popular as the Maine men of yesterday.

Rutgers University students found guilty of non-attendance at compulsory chapel exercises and breaking other college regulations will be penalized by the addition of three or six hours to the required number of hours needed for graduation.

Callahan of Holyoke

JOHN A. CALLAHAN of Holyoke, Mass., who died at St. Petersburg, Florida, on January 2, was one of the interesting educational personalities of New England for forty years. His service was that of an elementary school principal. Few men have been more devoted to pupils of his school than was John Callahan, not only when they were in school, but when they were in college, not alone in his lifetime, but graduates of the Highland Elementary School of Holyoke long after he passed on, for he established a scholarship fund some years ago for the benefit of the graduates of his school when in college. Mr. Callahan was a native of Barre, Massachusetts, was a graduate of Amherst College, and taught in Holyoke from 1883 until his retirement a few years ago, when he became a member of the Holyoke Board of Education. He was unmarried, but the students of the Highland School were as devoted to him as they could have been to a father.

"Art and Health" is an attractive pamphlet with several reproductions of masterpieces that are artistically beautiful and promotive of health activities. Lee K. Frankel of the Metropolitan Life Insurance Company, 1 Madison Square, New York, will send five of these free to any one who will write for them.

Belding's Page

A TEST OF GREAT TEACHING

IN THE form of classroom procedure which has become standardized by long custom, the teacher asks questions which the pupils endeavor to answer. The questions are necessarily determined by what the teacher thinks the child ought to know.

A good deal is lost by not letting the child do more of the questioning. That is the way the child learns at home. It is also the way he learns most rapidly and gladly.

The outstanding teachers of the world have been men who were surrounded by disciples eager to ask questions. What a lot of precious wisdom would have been missed had Socrates, Confucius, Christ always tried to draw forth from their followers the answers which had been written in a book and assigned for study. Imagine the stupidity and futility of such a method.

Christ's disciples listened to his parables and sayings; then if they could not understand they asked questions. "Master, teach us this or that," was their attitude.

Certain disciples of Confucius sought from him a single word which should embody a rule of conduct for all of life—and he answered: "Reciprocity." Today we use the term "co-operation."

Why not more reciprocity—or co-operation—in the classroom; more working together, more of give and take? The schools are developing in this direction, and it is a good thing.

CREDULOUS INCREDULITY

First it was assumed that Homer wrote Homer. Then came an age of sophistication, in which scholars doubted what had been believed by their predecessors. Homer did not write Homer. To keep on believing that he did was puerile credulity. After a time a new generation of scholars swung back to the old belief; perhaps to avoid believing what others had held to be the truth.

In theology, in medicine, in history, beliefs have their cycles. Old beliefs depart, new beliefs are ushered in, new beliefs depart and old beliefs return.

One needs to attend all the conferences and read all the scientific magazines to keep posted on the current truth.

Livy's narrative of the founding of Rome has long been rated as fiction, having little, if any, basis of fact.

Now comes Professor Inez G. Scott, of Smith College, fresh from two years' research in Rome, with the firm conviction that Livy was substantially correct. And perhaps he was.

Other things being equal, the observer who lived close to the events or in the locality where they occurred, is more apt to be reliable than the critic who follows a long time after and approaches the subject from a distant angle.

One of the standing jokes which must amuse the gods on Olympus—are they or aren't they on Olympus?—is the readiness of many learned men to accept the most hazardous guesses which are labeled "modern," and to dismiss with a sniff whatever sages of an earlier time believed.

TEACHERS ARE PEOPLE

THERE is an unfortunate tendency in some quarters to regard teachers as something unlike other human beings. Parents of young children are apt to look down upon the women to whom they so willingly depute the instruction of their children. Socially they may quite ignore those women. It may be partly the fault of the teachers; for they often make a practice of shutting themselves up in their rooms, not availing themselves of the opportunities for mingling which come to them.

The humanness of teachers varies greatly. Some professors in higher institutions have really become mechanisms of research and are no longer fitted to teach. No one who has ceased to be human can really teach. The title of teacher in such a case is misappropriated.

Only the teachers who are people are teachers. The more human they are the better they can master the art. For the art of teaching is, after all, only a subordinate part of the art of living. He or she teaches best who lives best, most abundantly, most understandingly.

FOR ALL OF LIFE

Education for life should mean education for all of life. Some education is for the purpose of easing a youth into a job. More education is for the years of intense activity, say from twenty to fifty-five. How much education takes into account the years beyond fifty-five—the years when cultural and intellectual interests are increasingly needed to make life richer and more meaningful?

Anson W. Belding

Associate Editor.

Education Moves Ahead

By FRANK L. EVERSULL

St. Louis, Mo.

At this time of the year it is customary to take stock of the year that has passed and to view the progress of the profession. The educational world is not remiss in this duty. The past year has been marked by progress in many of the fields of educational research and activity. The problems are becoming more clearly defined and the methods of solution are becoming more scientific. We need to view our immediate past to realize the truth of this.

The World War gave the educational world a new tool. The psychological tests used in the army opened up a new technique in the measurement of individual capacity and individual differences. This new tool was hailed by many as a panacea for all of the ills of educational administration. Then came the flood of achievement tests and the hundreds of other types of tests, new examinations and classification mediums.

The wave of enthusiasm subsided and was replaced by an era of critical examination and evaluation. Into the vortex of this discussion was poured the work of many of the leaders in the field of education. As the years have passed we have learned much about the meaning of this testing movement. The refinement of the technique of using them has brought their real values to the attention of the school man. Enthusiasm has been replaced by a more scientific attitude. Freeman, Dickson, Pressey, Monroe and a host of others have done much to clarify the atmosphere and to render these tools valuable instruments in the hands of skilled educators.

> "If a child possess all knowledge, if he can do all things, if he can solve all problems but is lacking in the finer qualities that will proclaim him a worthy member of society and a man, then has education gone amiss and the whole process ends in fruitlessness. Ours is the task of educating the whole child. Character is the golden tie that unites his several abilities and capacities, and makes him a worthy member of human society."

THE CURRICULUM

There can be little doubt but that curriculum construction has been the chief in-door sport in the educational world for the past few years. The work of Denver, Baltimore, Detroit, the Department of Superintendence and the institutions of higher learning has contributed largely to this interest. The scientific scrutiny of the old curricula has pointed out grave defects. The investigations of such men as Rice, Ayres, Judd, Buswell, W. S. Gray, Rugg, and many others have pointed out scientific methods of approach to the many problems of curriculum construction. Bobbitt, Charters, Bonser, Meriam, Cox and Counts have given philosophies of the fundamental principles of curriculum making which have revolutionized the methods of a decade ago.

All of these factors have conspired to remake the educational practices and the content of the educative process. The insistent demand for the admission of new subject matter made it necessary for the establishment of scientifically determined criteria which would evaluate materials and properly grade them. The rapid changes in modern civilization made many of the facts and factors of the education of the last century obsolete. The new light which has been shed upon the learner and the learning process made a revision of methods imperative. All of these have been utilized in the curricula revisions which have been going on on a nation-wide scope.

THE NEW SCIENCE OF EDUCATION

The professional schools of education have played a tremendously important part in the revision of the nation's educational program. The leaders in these schools have given to our generation a new method in the study of the whole field of education. Psychology, experimental education, statistics, sociology, and host of other fields of human inquiry have turned the searching rays of their scientific methods upon the realm of learning and school administration. Out of this has come a new science of education. The methods of opinion, expert advice, and arm-chair technique have been forced to give way under the convincing logic of scientifically determined solutions. These have been given in the fields of method, administration, supervision, child psychology, the learning process, school architecture, health and many other phases of the educational program of our school systems.

Education has moved ahead. The libraries are being filled with books which give the results of long and diligent study. The periodi-

cals which relate to the many phases of school work are legion. A new era has been reached in the publication of the year books of the many organizations which are devoted to the scientific study of education. We are coming to realize that the whole program must, sooner or later, be subjected to the investigation of technically trained leaders and that the outcome must be determined by the results of their studies.

One must not be unmindful of the tremendous progress that has been made in the work of promoting the junior high school idea, the guidance movement, the legislation that has made possible the state-wide program for all of the children of all of the people, the junior college idea, the medical work with school children, the playground movement, and the professional advancement of the teaching force. These are but a few of the problems of public education which have marched ahead during the past few years. They have derived their impetus from the new study of education. They can be justified by objective evidences. They have been surveyed and measured. They are marks of progress. They are harbingers of the new education.

A LOOK AHEAD

If one were to assume the role of a prophet he would certainly have to speak out boldly about the present aspect of educational progress. He would have to take heed of current tendencies and then proclaim the elements of the new education which seem certain to be those which will engage the educator within the next few years. Their coming is written in letters so large that those who run can read. We will mention three outstanding lines of immediate advance.

THE GUIDANCE PROGRAM

The testing movement showed the phenomena of individual differences. The study of the mind and body of the child has revealed many more unique characteristics. The complexity of our civilization, its urbanization, the economic needs of modern life, and the higher level of living which has been imposed upon us, have all united to make a guidance program imperative. This program started upon the level of giving some information about many occupations. But such a program is manifestly inadequate. The larger demands are for guidance in all of its ramifications. The seven cardinal principles of secondary education call for at least seven types of guidance. Every objective or aim in the new curriculum is an indication of the need for some guidance.

Not only have we these many kinds of guidance but we must also realize that guidance and knowledge are not synonymous. The psychiatrist, the social worker, the doctor, the lawyer, and the educator must pool their techniques of case study and the schools must become individualized. The era of mass instruction is past. The day of the individual is here.

This is amply shown in the field of instruction in the advances made by such men as Washburne. The rate and extent of study is limited by the capacity of the individual pupil. The common integrating education period ends with the sixth grade. Here the junior high school will make its contribution to the great program of humanizing and individualizing instruction. We must not think of the common mould to which we make every child conform. Individuality, personality, individual differences, aptitudes, and capacities must be scientifically ascertained and then the whole educative process must be made to conform to these findings.

It would seem that this problem will press for attention next. Brewer, Pressey, and Reavis have blazed a new trail in this work. America is beginning to demand this program. The profession must heed the command if it is to maintain its prestige and its leadership. The school must realize its obligation to the individual child. It must awaken dormant abilities. It must quicken latent capacities. It must educate every child to do that thing, to render to society, to give to himself the things he is best capable of doing.

PROFESSIONALIZING THE PROFESSION

The time has come when forward progress will be impossible unless we make ours a profession. That society is beginning to reward its teachers goes without saying. Nor would we neglect to add that in many places there is great room for improvement along this line. But in proportion as the profession has come into its own from a standpoint of financial reward, just so far it should become a real profession. Sturdy attempts and beginnings have been made by the superintendents, secondary principals, elementary school principals, and classroom teachers. But these groups are still small and still represent only a small proportion of the teaching forces of America. The N. E. A. has a most challenging program. The leaders of the teaching profession are solidly behind the movement. But there remains much to be accomplished.

The present demands are easily stated. There is a crying need for an esprit-de-corps which will weld the teachers of America into a coherent, unified, and professionally minded group. If they could be so united they would present one of the most formidable arguments for their own advancement that could be mustered. This requires that the members of the profession be professionally trained and that

they be bound by a code of ethics as dynamic and as functional as the one which binds the doctor or the lawyer. Such a beginning would be the most powerful argument for a single salary schedule, the sabbatical year, the retirement fund, and the professionalization of the profession.

The next element that challenges our attention is the demand for a body of workers who practice their profession as scientific study reveals its methods and its procedure. Professionalism is conditioned by the science which underlies the profession. Medicine became a profession when the science of medicine became the common practice of doctors. Law became a profession when the fruits of scientific inquiry were made a prerequisite to the practice of law. In like manner teaching will become a profession when the teachers of our schools practice the tenets of scientific education.

CHARACTER EDUCATION

The third vision which we see in this prophetic strain is the growth and development of of a functional character education. This does not mean that we must redouble our efforts to read beautiful sentiments, increase the memorization of famous passages, or deal in maudlin emotionalism. It is an urgent demand for a type of character training that will be dynamic.

Starbuck, Charters, and a number of others have called our attention to the possibilities of this program. Modern youth, the boy problem and the girl problem have called our attention to its need. Then we remember that it was asked what it shall profit a man if he gain the whole world and lose his own soul. These elements have pointed out a void in our whole program. It cannot be filled with a narrow or sectarian point of view. The larger vista opens up on a newer interpretation of the Brotherhood of Man. It is ours to lead the child into this newer conception, with bundles of habits, with attitudes, with responses that will make his action dependable. If the child possess all knowledge, if he can do all things, if he can solve all problems but is lacking in the finer qualities that will proclaim him a worthy member of society and a man, then has education gone amiss and the whole process ends in fruitlessness. Ours is the task of educating the whole child. Character is the golden tie that unites his several abilities and capacities and makes him a worthy member of human society.

If the present crime wave has any significance whatever it would seem to be that it indicates a needed reform in our educational program. The flaming youth of to-day is but an indication of the over-intellectualizing of the educational program of the past decade. If we are to profit by our mistakes we must turn our attention to a real and vital training in character.

Thus would we view education as it moves ahead. The present is filled with promises of a glorious morrow. And that morrow is fraught with possibilities as limitless as the vagaries of human interests, human possibilities and human nature.

"The Guy Who Stubbed His Toe"

(Author Unknown.)

Did you ever meet a youngster who had been and stubbed his toe,
An' was settin' by the roadside, just a-cryin' soft and low,
A-holdin' of his dusty foot, so hard and brown and bare,
Tryin' to keep from his eyes the tears a-gatherin' there?
You hear him sort o' sobbin' like, an' snifflin of his nose;
You stop an' pat him on the head an' try to ease his woes,
You treat him sort o' kind like, an' the first thing that you know,
He's up and off a-smilin', clean forgot he's stubbed his toe.

Now, 'long the road of life you'll find a fellow goin' slow,
An' like as not he's some poor cuss who's been and stubbed his toe;
He was makin' swimmin' headway till he bumped into a stone,
An' his friends kept hurryin' onward, an' left him there alone;
He's not sobbin', he's not sniffin', he's just too old for cries,
But he's grievin' just as earnest, if it only comes in sighs.
An' it does a lot of good sometimes to go a little slow,
An' speak a word o' comfort to the guy who's stubbed his toe.

You know, you're not so sure yourself, an' there ain't no way to know
Just when it's comin' your time to slip an' stub your toe;
Today, you're bright and happy in the world's sunlight and glow,
An' tomorrow you're a-freezin' and trudgin' through the snow.
The time you think you've got the world the tightest in your grip
Is the very time you'll find that you're the likeliest to slip.
So it does a lot o' good sometimes to go a little slow,
An' speak a word o' comfort to the guy who's stubbed his toe.

—Exchange.

Class Instruction vs. Individual Instruction

By O. T. CORSON
Oxford, Ohio

[See editorial.]

SOME of the extreme views apparently held by some of the alleged thinkers in education can be explained only upon the basis of inexcusable ignorance of what the schools are really doing or of a deliberate attempt to create a favorable impression of their newly devised schemes by misrepresentation of what is being done in the schools. This misrepresentation not infrequently consists in drawing a contrast between the worst example of what is condemned and the best of what is commended.

Common fairness demands that in any attempt to contrast the merits of oral and silent reading the same type of teacher should be in charge of the exercise. A teacher who would fail with one could not succeed with the other, and a teacher who could succeed with one would not fail with the other. Teachers of intelligence and wisdom born of experience recognize the value of both and have no desire to attempt to demonstrate that either is unimportant.

There is no necessity for conducting an extensive survey or for making numerous mental tests to demonstrate what everyone admits—that children are not equal in mental ability. Because of these admitted differences and inequalities the great importance of constantly keeping in mind the best interests of the individual child has always been recognized by all true teachers. There is nothing new in this, but the manner in which it is sometimes referred to would seem to indicate that some of the "modernists" had just found it out and imagine that they have made an original and startling discovery.

While we believe that the best interests of the individual child should be conserved in every possible way, we are far from a unanimous agreement that, in order to accomplish this desirable result, it is necessary to destroy all classification, abandon the recitation, and turn the school into an individualistic goal-seeking crowd in which each pupil "goes it alone," when and where and how he pleases.

For an intensely interesting and helpful presentation of the merits of the class recitation it is a pleasure to direct attention to a discussion which took place at the meeting of the Department of Superintendence of the N. E.A. held in Cleveland in 1895, nearly a third of a century ago, and recorded in the proceedings for that year. The discussion followed the reading of a paper by Preston W. Search, an Ohio teacher and superintendent, who outlined an idealistic scheme of individual instruction similar in many respects to the "Winnetka Plan" and others which are now clamoring for attention. Following this paper came the discussion which we may consider a "recitation" with all the interest-arousing, life-giving, thought-provoking, truth-revealing effects which always accompany a good recitation.

In the "class" were three pupils, well known to some of us personally, and by reputation to all well-informed teachers. The first one "to recite" was Lewis H. Jones, whose constructive work in Indianapolis and Cleveland had won for him an enviable reputation as a progressive superintendent of schools. "The paper," said Superintendent Jones, "has given us two vivid pictures, graphically drawn by a few bold strokes. The first a very poor graded school; and the second a very excellent ungraded school—a school in which the instruction is chiefly individual. The lack of excellence in the graded school depicted is due to two causes. First, the school is really an ungraded school—run on the plan of a graded school. Secondly, the teaching described in it is exceedingly poor—the picture drawn of the ungraded school in which the individual instruction is given excels that of the other school because the teaching described is better."

Another member of the class was Dr. Emerson E. White of Ohio. After plainly showing that the plan of individual instruction took us back to the unclassified schools of fifty years before, in which only a few bright pupils made satisfactory progress, while the great majority droned over the same ground in arithmetic, grammar, etc., from term to term, their progress being confined to spelling and reading, in which there were class exercises of some sort, Dr. White declared that "the improvement since made in school instruction has been in a great degree the results of classification"; that "experience shows that it is possible to teach pupils in classes without sacrificing their individual abilities or needs"; that "the thing required is the proper adaptation of class instruction to individual pupils"—and that "the abandonment of class instruction is practically the abolition of the schools."

The third "witness" to testify to the value of the class system and the merits of the recitation was Dr. William T. Harris.

"The class system," declared Dr. Harris, "is really one of the greatest inventions ever made in pedagogy. A class recitation is a great means of instruction; far more potent than any device of individual instruction—the pupil in the class has an opportunity of hearing his fellow pupils tell what they have learned by their study. They have glimpses of the subject which he has failed to get. And, on the other hand, he himself has some views which are new to them. The teacher's views are more or less new to all the pupils. It is this process of seeing the lesson through the minds of his fellow-pupils that makes the recitation so valuable in gaining new insights and new methods of study."

Whenever a class exercise fails to arouse and hold the interest of the class, both collectively and individually, the teacher is to blame. In a class assignment all the members of the class have an opportunity to learn what and how to study. In view of the recitation which is to be made on the assignment and in which all are to have a part, pupils will study with a purpose which is lacking in the pupil who has no competition. Under the necessity of telling what they have learned to others, and of sometimes explaining and defending their statements, they develop the power to think, to organize their knowledge, and to express what they know in clear and definite terms, all of which are of fundamental importance in education.

Instead of constantly seeking help from their teachers—a practice which some present-day methods tend to encourage to a harmful degree—they reluctantly accept, or even decline help when offered.

The "lockstep," of which we hear so much from the critics whose minds seem to be locked to the truth, does not exist in any well organized school which is wisely supervised and well taught. The assumption, so often made, that in class instruction the brighter pupils receive no attention, is usually without any foundation in fact. In every school, interested, capable teachers are constantly on the lookout for children who are able to do advanced work, and are always glad to report such children for special promotion. Neither is there any valid reason to assume that in class instruction the duller pupils receive no individual attention and as a result become discouraged and leave school. In fact the needed individual instruction and stimulus can be and is given much more effectively to such pupils with the aid of the class spirit, which accompanies class instruction, than without it.

Under some conditions both in school and in life there are valid reasons for failure. Failure is not always a misfortune. When all possible efforts to avoid failure have been made and it comes, there is no disgrace attached to it. To lead children to believe that failure is impossible is to give them false ideas, which are certain to result in bitter disappointment and perhaps disastrous failure in after life.

While a reasonable amount of experimentation is desirable, teachers must have some time to teach and children at least an occasional opportunity to study unmolested and unafraid.

The schools are doing good work. They will continue to make substantial and permanent improvement in the future, as they have done in the past, through better teaching and not through the adoption of questionable methods of classification, promotion, and instruction.

What Time Is It?

By Maude Moore

What time is it?
It is time to be thrifty,
Time to not waste;
It is time to be saving;
Time to make haste
And do the work that is yours for today:
It is time for God's children to obey.

What time is it?
It is time for sowing rich
Grain in the fields,
Or else time to gather the
Harvest it yields.
It is time for the sun or rain today:
It is time for all Nature to obey.

What time is it?
It is time to be mindful
Of word and deed;
It is time to remember
That to succeed
You must make good use of your time today,
And to see that none is frittered away.

What time is it?
It's time that the laborer
Do his work well;
It's time to form character:
Time to excel
In all the tasks that are yours for today:
It is time for real growth in every way.

What time is it?
It is time to be happy,
It's time to smile,
It is time to be cheerful—
Make life worth-while.
It's time to shed sunshine along life's way:
It is time for your best in every way.

HERE IS HOW THE CHICAGO BOARD OF SUPERINTENDENTS GREETED THEIR TEACHERS AT THE BEGINNING OF THE YEAR

Tobin of Cook County

By A. E. WINSHIP

WE KNOW Cook County, Illinois, better than we know any other county in the United States, for we began to know it intimately when we became the editor of the Journal of Education, forty years ago. We knew it under County Superintendent Albert G. Lane, who became superintendent of Chicago; Orville T. Bright, who became an assistant superintendent of Chicago, and Dr. Nightingale, the most scholarly superintendent the county ever had, whom Edward J. Tobin succeeded some fifteen years ago. We have visited the schools of Cook County every year for forty years, which is not true of any other of the three thousand counties in the United States. But in Mr. Tobin's day we have visited schools many times each year, and every time we have learned something that greatly surprised us. The greatest surprise was in November, 1925, during Education Week.

Mr. Tobin's slogan is: "Have boys and girls good, and good for something." The Achievement Club had every pupil in each of the one hundred and seventy-one county schools, outside of cities, report on Education Week what they did in the school year 1924-25 outside of class work to demonstrate that they are good for something.

Twelve pupils above ten years of age, in the Flossmore School, reported what they did in the last school year to earn money.

The total earnings were six hundred and ninety-two dollars and ten cents ($692.10).

Gordon Watson, for errands for various persons, $5.

Olive Dyer, for taking care of children at a stipulated price per hour, $25.

George Wright, selling magazines, $25.

Lena Genotle, for selling flowers which she raised, $31.

Walter Meinkeit, raising chickens and selling them, $40.

Wilbur Meinkeit, raising chickens and selling them, $40.

Jack Stauffer, caddying at the golf links, $48.

Albert Hunt, working out as a gardener, $52.35.

Russell Whaley, working out as a gardener, $60.

Herbert Wiltsee, selling cleanser, $61.35.

Henry Dyer, cutting lawns and mowing grass, $85.40.

Walter Radzak, bell boy at the golf club, $213.

Most of the girls worked faithfully in studying music, some in studying art, winning specific credits in work with special teachers of music and art, but it cannot be reported in cash earnings. This school had a remarkable exhibit of writing and drawing in connection with their lessons; in essay writing, in a notable variety of handwork, sewing, and cooking, in garden products, and pure bred pets. The girls who have specialized in music played the piano, showing remarkable proficiency.

It was evident in many ways that the better the children did the extra work, demonstrating that they were "good for something," the better was their class work. The seven country life directors, about twenty-five schools each, visit every school every week for fifty weeks, but in the summer they visit the district, calling at the homes of the pupils.

Superintendent Tobin visits each of the one hundred and seventy-one schools before Christmas each year, always with a purpose.

This year he made a specialty of getting a record of every pupil above nine years of age who has money in a bank, and practically every pupil will have a bank account next Educational Week.

Mr. Tobin knows every boy and girl in the one hundred and seventy-one schools, at least every boy and girl knows him, as do their parents. We know of no one who has given his life to rural schools every week for fifteen years in quite the same way that Mr. Tobin has. He just loves the work, is proud with the new achievements each year.

For Character-Building

THE ATLANTIC READERS

Edited by Dr. Randall J. Condon

Superintendent of Schools, Cincinnati, Ohio
President of the N. E. A.
Department of Superintendence

Book I. The Understanding Prince	Grade	IV
Book II. High and Far	Grade	V
Book III. The Wonderful Tune	Grade	VI
Book IV. The Great Conquest	Grade	VII
Book V. Outward Bound	Grade	VIII

These readers are the outgrowth of Dr. Condon's profound personal conviction that soul culture is the most important and most necessary phase of education, and that the development of personal character is the thing of greatest concern.

Designed primarily as basal texts, these books are filled with material of ethical importance, most of it being new to school readers. They are also full of the natural interests of developing childhood. Even the notes make delightful reading. Narrative, biography, description, nature studies, essays, letters, quotations, inscriptions, and truly distinctive poetry have been selected by Dr. Condon, always under the certainty, with Emerson, that "character is higher than intellect."

Books I, II and III were adopted in December as basal readers for all the public schools of the State of Montana.

"The Atlantic Reader, 'High and Far,' has been examined. It is a treasure house filled with new and fascinating stories. Happy is the child whose privilege it is to read the book."—Edgar D. Cass, Principal of Webster School, Manchester, N. H.

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Patriotism and Courage, Ancient and Modern

By FREDERIC ALLISON TUPPER

Brighton, Boston

A critic has said: "Revolt against the past should never include rebellion against that which is eternally good and true. The vision that Virgil held belongs to every age. His work will live while heroic figures are honored and while there are those who seek to lead the race to higher levels."

Whatever advocates of the "International Mind" may say, national patriotism is an essential element in the true greatness of nations. Greek history is replete with instances of such patriotic devotion to one's country.

The Trojan War and the prodigies of valor performed in that great contest offer numerous examples of exalted patriotism. Hector and Achilles, Ulysses, Diomedes and Æneas, Menelaus, and the two Ajaxes, not to mention a host of only less famous vanguard fighters, played their parts manfully in that great drama.

The mind reverts to Marathon. On the one side, ten thousand Greeks; on the other, the countless hosts of Persia. But the patriotism of Athens was more than a match for the brute strength of the invader, so that the defeat of the Persians was overwhelming. Well may the poet sing:—

> The mountains look on Marathon,
> And Marathon looks on the sea;
> And musing there an hour alone,
> I dreamed that Greece might still be free;
> For, standing on the Persians' grave,
> I could not deem myself a slave.

Leonidas and his three hundred made at Thermopylae an everlasting name. They bequeathed to all posterity a priceless inheritance which, as Thucydides says of history, is "a possession forever."

The simple grandeur of the inscription on the monument erected in their honor tells its own story:—

> Stranger, tell the Lacedaemonians that we
> lie here in obedience to their orders.

Artemisium, Salamis, Plataea and Mycale, each has its splendid story:—

> A King sat on the rocky brow
> Which looks o'er sea-born Salamis;
> And ships by thousands lay below,
> And men in nations — all were his!
> He counted them at break of day—
> And when the sun set, where were they?

Roman history also offers striking instances of patriotism. Horatius Cocles, who, with his tried and true companions, "kept the bridge so well"; Lucius Cincinnatus, who left the plough and seized the sword to the consternation of the Æquians; Manlius, who thrust the Gauls from the Capitoline Hill; that other Manlius who killed the gigantic Gaul, and won the surname Torquatus; the self-immolation of Publius Decius Mus, both father and son; Mucius Scaevola, who let his right hand burn in the fire of the altar, to show that a Roman's soul is superior to pain; Maximus and Marcellus—what list of Roman greatness would be complete without such names and the noble patriotic deeds with which they are associated?

> Then out spake brave Horatius,
> The Captain of the gate:
> To every man upon this earth
> Death cometh soon or late,
> And how can man die better
> Than facing fearful odds,
> For the ashes of his fathers
> And the temples of his Gods?

The annals of Rome are bright with glorious memories. Regulus by his magnificent self-sacrifice and utter disregard of the most excruciating torture added a lustre to the Roman name. Caius Julius Cæsar never hesitated to risk his life for his country. Cicero spoke with all the glowing eloquence of patriotism. Not only were the great generals animated by patriotic impulses, but their hardy soldiers were similarly inspired.

Patriots in civic life share with the heroes of war in contributing to the glory and stability of the nation. The orations of Demosthenes and of Cicero are beacon lights of patriotism. The literature of Greece and of Rome is lustrous with the glowing flame of patriotic fervor: "The best omen is my country's Cause," says Homer; "Dulce et decorum est pro patria mori," says Horace; Virgil writes: "Pulchrumque mori succurrit in armis," and Cicero sounds the trumpet call in the words:—

> *Sit denique inscriptum in fronte unius*
> *cuiusque, quid de republica sentiat.*

"Finally, let each one's sentiments about the Commonwealth be inscribed upon his forehead," a thought which has stood the test of twenty centuries and bids fair to last forever.

Every nation has its heroes of patriotism. Valor recognizes valor, whether in friend or foe. The mind reverts to Arnold Winkelried at the battle of Sempach, who, by rushing upon the Austrian phalanx of serried spears, broke the seemingly impenetrable barrier, and so made way for liberty.

> Swift to the breach his comrades fly;
> Make way for Liberty! they cry,
> And through the Austrian phalanx dart,
> As rushed the spears through Arnold's heart;
> While, instantaneous as his fall,
> Rout, ruin, panic, scattered all;
> An earthquake could not overthrow
> A city with a surer blow.

And in our own land dearest and best of all, search as you will the wide world over, there are countless utterances of the noblest patriotism and courage.

We hear the voice of Lawrence as he cries: "Don't give up the ship!" of Captain Parker at Lexington, when he says: "Stand your ground. Don't fire unless fired upon, but, if they mean to have a war, let it begin here."

Listen to the eloquent words of Everett, as he pays his heartfelt tribute to the Pilgrim Fathers:—

"Was it the winter's storm beating upon the houseless heads of women and children? Was it hard labor and spare meals? Was it disease? Was it the tomahawk? Was it the deep malady of a blighted hope, a ruined enterprise, and a broken heart, aching, in its last moments, at the recollection of the loved and left, beyond the sea? Was it some or all of these united, that hurried this forsaken company to their melancholy fate? And is it possible that neither of these causes, that not all combined, were able to blast this bud of hope! Is it possible, that from a beginning so feeble, so frail, so worthy, not so much of admiration as of pity, there has gone forth a progress so steady, a growth so wonderful, an expansion so ample, a reality so important, a promise, yet to be fulfilled, so glorious!"

The voice of Joseph Warren, like a silver clarion, cries:—

"The voice of your father's blood calls to you from the ground, My sons, scorn to be slaves! In vain we met the frowns of tyrants, in vain we crossed the boisterous ocean, found a new world, and prepared it for the happy residence of liberty,—in vain we toiled,— in vain we fought,—we bled in vain, if you, our offspring, want valor to repel the assaults of her invaders! Stain not the glory of your worthy ancestors, but, like them, resolve never to part with your birthright; be wise in your deliberations, and determined in your exertions, for the preservation of your liberties."

What says James Otis?

"The only principles of public conduct that are worthy of a gentleman or a man are to sacrifice estate, ease, health, and applause, and even life, to the sacred calls of his country."

And what says Patrick Henry?

"Give me liberty or give me death!"

And John Hancock says:—

"Burn Boston and make John Hancock a beggar, if the public good requires it."

These are only a few of the patriotic utterances of American heroes.

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Personal and Professional

FRANKLIN SPENCER EDMONDS, of Philadelphia, lawyer and educational statesman, is an outstanding champion of public schools. He was prominent in educational circles as principal of a Philadelphia high school. He has been eminently successful in the legal profession and has been a genuine success as a political statesman. He has been on the Philadelphia Board of Education much of the time since retiring from the principalship. In the great transformation in the Philadelphia school system he was high man. He has been in the Pennsylvania Legislature, House and Senate, for several years, and as father of the Edmonds bill he immortalized himself. The various features of legislation following Dr. Thomas E. Finegan's famous study of the educational needs of the state were passed under the leadership of Senator Edmonds unanimously, except in two features one of which had two dissenting votes in the House but none in the Senate, and the other had two dissenting votes. And with all the excitement of the last three years no one has suggested repealing any feature of this wonderful bill.

WILLIAM MATHER LEWIS, president of George Washington University of District of Columbia, one of the highly popular platform men of the day, is at the height of his oratorical art in "The Times and the Teacher," an address that has as a climax one of the most brilliant paragraphs of the day in paying his respects to the folly of a modern critic of Washington. It is classic. By the by, he is making a great administrative record with the university.

MISS KATE STEVENS of London, who has been in the United States the past year, will be at 203 Monroe Avenue, Arcadia, Florida, until April. She spent several weeks in North Carolina, en route, speaking in many colleges and schools.

GLEN O. PERKINS, principal of the high school, San Diego, is president of the Kiwanians. He has made a notable success of the principalship.

MARGARET S. SEARCH, wife of Dr. Preston W. Search, Carmel, California, who died at the Stanford University Hospital in San Francisco on December 13, was known and admired wherever she has lived. Preston W. Search has had exceptional prominence in the educational world and his talented wife has contributed much to his professional success. They were married forty-three years ago. Dr. Search has been city superintendent in Pueblo and Los Angeles, and has always been prominent in the advocacy of individual education and other highly progressive educational activities. Of late he has been prominent on the lecture platform. Their son, Frederick Preston Search, who has made his home with them at Carmel-by-the-Sea, is one of America's leading 'cello soloists and composers.

ERNEST ASHTON SMITH, president of the State Teachers College, La Crosse, Wisconsin, president-elect of the University of Toledo, died instantly while in Toledo arranging for his transfer to that city. It was a complete instantaneous collapse. It seems that his father died in the same way some years ago. Dr. Smith had an interesting career. His scholastic and professional preparation were exceptionally good. He was prominent in collegiate circles as professor in Allegheny College, Meadville, Pa., was superintendent of Salt Lake City, and of Evanston, Illinois. He had been president of the Teachers College at La Crosse three years when he was selected as the president of Toledo University. As first vice-president of the Department of Superintendence he officiated as president at the Atlantic City meeting because of the serious illness of Dr. Calvin N. Kendall.

CLARENCE DARWIN KINGSLEY, Cambridge, Massachusetts, collapsed and died instantly in the Central Union Station of Cincinnati, on December 31, 1926. He was a teacher in Colgate University, 1898, was teacher in manual training high school in Brooklyn 1900 to 1914, was supervisor of high schools of Massachusetts 1915 to 1923. Since then he has been one of the most eminent specialists in schoolhouse architecture. He won his high reputation as chairman of N. E. A. Commission on the Reorganization of Secondary Education.

ERNEST L. THURSTON, former superintendent of Washington, D.C., an author of several school books much in use, is the editor-in-chief of the publications of Iroquois Publishing Company of Syracuse. He had an unprecedented experience in the school system of Washington, D.C. He was a high school teacher, head of a high school department, supervising principal of graded schools, assistant superintendent, and superintendent. He was three times elected to the superintendency. It will mean much to the Iroquois Publishing Company to have him head the editorial staff.

Character Chats

By JOSEPH B. EGAN, A. M.

Two Queer Brothers

ONCE upon a time two queer brothers lived in a beautiful country not far from here. The name of one was Me, Myself, and the name of the other was You, Yourself. Now these brothers were queer, because they did queer things, and because everybody said they were queer, and that, of course, is quite proof enough.

One day Me Myself and You Yourself decided to go on a far journey into a country called Great Success. They bade their friends goodbye and started out. They had not gone far, however, when they stopped walking and began building out of laziness stones, a high wall right in front of themselves, across the path they were to follow. Of course that was a queer thing to do, but Me Myself and You Yourself were queer people, as has been said three times already.

When the wall was so high and so wide that they could not climb over it they stood off and wondered how in the world they could ever get past it. While they were wondering, a wise man came by. "What is that you have there?" he asked.

"The Wall of Laziness," said Me Myself.

"But you have built the wall right across the road leading to Final Success."

"So we have, so we have," cried Me Myself and You Yourself. "That won't do at all. What shall we do about it?"

"Do?" said the wise man, "why, get to work and tear it down." So the two of them began tearing down the Wall of Laziness.

A few days later Me Myself and You Yourself came to a great gate called the Gate of Carelessness, and instead of opening it wide, what did they do but close it so tightly that neither could squeeze through, so they stood on the wrong side wondering what had happened. This again shows that they were queer brothers, as has been said for the fourth time.

At last the wise man overtook them again. "What are you standing here for?" he asked.

"How can we go on?" asked You Yourself. "The Gate of Carelessness is closed across the road to Final Success."

"Open it up," said the Wise Man. "All you have to do is turn the key of Careful Work in the lock."

"We never thought of that," cried Me Myself and You Yourself. So they turned the key of Careful Work in the lock and the Gate of Carelessness opened and let them through. Which again shows how queer these two queer brothers were, as has been said for the fifth time.

Dear girls and boys: This is all of the story that I know. Perhaps some of you can tell about the rest of the journey.

People Who Chase Themselves

THERE was once a boy who chased himself all day long. When any one stopped him and said: "Run down cellar and get a hod of coal," he would pay no attention but just keep on running after himself as fast as he could.

There was once a girl who, also, did nothing but run around after herself all day long. She carried a mirror before her, and her one aim in life was to make the girl on the other side of the mirror the prettiest girl in the world. If anyone said: "Run out in the kitchen and do the dishes," the little girl would pay no attention at all but just keep running after herself as fast as she could.

Of course other people watched the antics of the two with a great deal of interest. "How very foolish," said one, "to run around after one's self." "What would they get if they caught themselves?" asked another. "See them stumble over other folks' toes," said another. "Why, they are in the world's way," remarked another. "Dear me! I am afraid they will fall and hurt themselves," cried another. "And just look at that boy's mother," said another, "she does nothing but run around after him wherever he runs after himself." "And see the girl's mother. She hasn't time to run at all. She slaves all day doing the things the girl ought to do instead of running after herself."

"Well, well!" said another, "do you know what that boy is going to find when he catches himself? He's going to find a selfish, disagreeable person to live with the rest of his life. And as for the girl, why, bless your heart! when she clutches herself the other side of the mirror she is going to be surprised at what she finds, and she is going to be sorry, too, and she is going to regret the years she spent running

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after the girl the other side of the mirror."

So, girls and boys, let us make a resolve to quit chasing ourselves. Let us rather chase other people, trying with all our might to catch them in order to give them something, in order to prevent their falling, in order to make them happy.

The Old Well

A MOSS-COVERED bucket once hung in a well. It was a very stout bucket with ribs made of golden oak and bands of green copper. For many, many years it had gone down empty into the cool well and come up filled to the very brim with sparkling ice-clear water. When the master returned, hot and dusty, from the brown fields, he stopped each evening at the well and filled this bucket and drank deeply, and smacked his lips, and said: "Um--What could be better than a drink from this old bucket?" When the children romped home from school over the hot, dusty road, they gathered with eager lips around the old bucket and he served them all until they were satisfied. Is it any wonder then that the bucket came to look upon himself as a very important personage? "What would the master do without me?" he said in a thin, squeaky voice as he rose slowly out of the cool depths. "I am the most important person around this well." It happened that the faithful old rope heard the bucket boasting, and said: "Some people take the glory and others do the work. It is not the bucket who is important but I myself, who let him down and pull him up each trip he makes. I remember once when I broke in two the bucket lay for a whole day flat on his back under three feet of water. That proves conclusively that I am the important person around this well." It happened that the well wheel heard what the rope was saying. "Of all the bold people," he shrieked in his high, thin voice, "you and the bucket are the very worst. Here I turn over and over every time you both go up and down. I bear your weight; I make your jobs easy for you. Without me neither of you would amount to anything. Well do I remember the day when the rope carelessly slipped off my back and fell with the bucket to the very bottom of the well. That proves conclusively that I am the important person about this well." It happened, just at that moment, that the water was listening. "Did you ever hear the like?" he splashed, as the bucket dipped into him. "Neither you nor the rope nor the well wheel are important at all. Suppose I were gone when you came down? What would you do then? Just answer me that. What would the three of you amount to if I were not here to do my part? All of which proves that I am the most important person around this well." "Yes," said the well hole, in a great, gruff voice, "you're down at the bottom taking it easy; the bucket hangs on the rope; the rope leans on the wheel, but I who make it possible for all of you to work have to stand straight and stiff, day and night. What if I should cave in on the rest of you? What if I should, Mr. Water, and Mr. Bucket and Mr. Rope and Mr. Well Wheel? Now, whom do you think is the important person around this well?" Just then the master leaned over the side. "Be quiet, all of you," he said. "The truth of the matter is, none of you would amount to anything without the others. You are all, in your own way, serving my own high purposes. Be satisfied and happy as you toil in the knowledge that in helping one another you are helping me, the great master of the farm land."

The Richest Man

THERE was once a king whose business took him into a far country. Before leaving he called together four of his greatest nobles, and said: "Brothers, I shall be gone a long time. I fear for the safety of my beloved son. You are all strong and able men, and it is in my mind to give one of you charge over him." "Sure," cried the first noble. "I have armies under my command, a forest of spearmen and an acre of sharp swords. Give, therefore, your son into my keeping, for where could he be safer than when surrounded by armed men?" "Nay," said the second noble, "entrust him to me, for I have wealth beyond all others in the kingdom. My acres are golden with new wheat and my barns full to overflowing. With my wealth I can buy all things. Where, therefore, could your son be safer than in the midst of my riches?" "Nay, nay," said the third noble, "entrust him rather to me, for I have influence with all manner of men. At my word, soldiers desert their swords, and tenants their rented grounds, while even kings tremble to displease me. Where, therefore, could your son be safer than in the midst of my mighty influence?" Now the fourth noble stood silent, and the king turned to him and said: "Do you offer nothing?" "I have neither armies, nor wealth, nor influence," said the noble, "nothing but love for you and your beloved son. Gladly would I battle for both of you. Gladly would I spend all that I have, gladly would I even bear disgrace to serve you, but what can all this avail against the offers of my fellow nobles?"

At his words the king smiled. "Now I shall go in peace," he said. "With you I shall place my son. For love conquers the mightiest foe, buys the jewel of the greatest price, and wields

an influence beyond any other thing on earth or in the heaven above the earth."

The Power of the Witch

THERE was once a young man who fell under the power of a great witch. Whether this witch was wicked or good I do not know, but I assume that she was a good witch from the advice she gave this young man.

Before throwing her spell over the youth the witch took him out onto a hilltop and showed him the world with all its cities and oceans and rivers and called his attention to millions of little ant-like creatures that ran here and there over the surface.

"These ant-like things you see are human beings. They are all very busy. Some know what they are busy about, but many are just busy. You are to go among these people and because I am interested in you I am going to give you a strange power. Every evening you must die, but every morning you will wake with a new sun shining in your eyes. You must keep the same body, however. If you knock a knee on Monday, the same knee will hurt your new self on Tuesday. If you overeat on Wednesday, your new self will have a stomach ache on Thursday. If you neglect your teeth this month, your new self will have a toothache next month. Nevertheless, you shall die each evening and rise up a new man each morning. Now, the world is before you. Go into it and may you make a great success of this queer thing known as life."

So the boy went down into life and the first day he fell into evil company, and did an evil deed, and that night he died, and the witch came to his spirit where it hung above the world and said:—

"You have brought evil into the spirit world. Tomorrow is a new day. See that you do good."

And the next day the youth woke again, and heeding the words of the witch, shunned evil and did good, and that night he died and as his spirit hung above the world, troops of butterflies drifted by him and there was music in their wings and their colors shone in a strange light that came from nowhere, but was everywhere. And again the witch came and stood by him and said:—

"This day you have added glory to the kingdom. Behold those butterflies. They are the consequences of your good deeds, that fly on and on, spreading happiness and good will for all the years to come. They are all flying forward into the great kingdom where God sits upon his throne. They bear your mark on their wings and are a testimony before angels and men that you have worked righteousness."

WINSTON

NEW! A GEOGRAPHY FOR BEGINNERS

Home Folks

By J. RUSSELL SMITH, Ph.D.

Professor of Economic Geography
Columbia University
Author of HUMAN GEOGRAPHY

This book presents a new way to begin the study of Geography. It tells, in delightful story form, how Jack Reed and his friends live in the city, the country, and the town. Boys and girls will proceed from this study of local or home geography to the more formal study of geography later with kindled interest.

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FOR TEXTBOOKS

How Mr. Egan Uses Character Chats

Following the brief devotional exercises with which the school day is opened, the teacher reads one of these stories aloud to the class. Then, without comment, the teacher retires from desk or platform, while one of the pupils who has previously been appointed "judge" steps forward and asks what the class thinks about the story. In the ensuing discussion many different ideas are likely to be expressed. When the time is up, the "judge" renders a snap decision as to which boy or girl has given the best interpretation, and that pupil automatically becomes "judge" for the next day.

Handled in this way the "Character Chats" become the pupils' own possession. The twelve-minute period assigned to the exercise passes pleasantly and pupils look forward to the next one with eager interest.

The teacher should let the pupils "have it out" among themselves. Unless her opinion is directly asked, she may well remain in the background. I cannot too greatly emphasize the importance of this point. No matter how much better the teacher could explain the message, she should let the class do the talking. Make it their affair and they will profit by it.

"Character Chats" are being successfully utilized in the fourth and all higher grades through the ninth, or the junior high school.

Any teacher having a particular character problem upon which Mr. Egan's help is desired, is invited to communicate with him, in care of the Journal of Education, 6 Beacon Street, Boston. He will be glad to write a special story which will be printed in this department.

EDUCATION IN ACTION

Teacher N. Y.'s "Richest Man"

Professor George White, who has taught 200,000 New York men and women what they know about the three R's, and many other things besides, recently celebrated his ninetieth birthday anniversary. Taking a look down the long pathway of ninety years, fifty-six of which were spent teaching in New York's public schools, in addition to the task of raising five children on a teacher's salary, Mr. White decided that if he had life to live over again he would once more choose teaching as his profession. "It has left me a poor man in money," he said, "but it has left me a rich man in friends, in memories, in mind and soul, in the knowledge that my life has counted for something. I doubt if any man, from the President down, influences as many lives as the man who spends his days as a teacher. I believe I am the richest man in New York."

Indian Schools High in Attendance

Nearly all the schools conducted by the federal government for the Indians were filled this year to capacity, with approximately 25,000 children in attendance, according to the annual report of Charles H. Eurke, commissioner of Indian affairs. In accordance with the bureau's policy favoring admittance of Indian children to public schools, more than 37,000 were received in public schools this year. Indian children enrolled in mission or private schools bring the total enrollment for the year to 71,284. Health education was majored in Indian schools, the children being given courses of instruction in sanitation and preventive measures against sickness. Extension of the grades in Indian schools was reported, the senior high school grade being added to the Government schools at Salem, Ore., Albuquerque, N.M., and Chilocco, Okla.

Learning of Trades Made Easy for Boys

Learning trades and earning money while still going to school are made easy for boys in the higher grades of Connecticut public schools. Manufacturers in many instances have met the state more than half way in the promotion of the state trade school indenture system. The trades schools are in industrial centres, and each specializes in the leading industry in its locality. In the last school year the state board of education indentured 481 pupils. At a school in that manufacturing district the boys were given a turn in each department of that industry. The students at a school in a textile district were sent through a practical mill course from picker to spinning rooms before finishing off in plain and jacquard weaving. Some of the boys showed such an aptitude for silversmithing that one concern took over a student class, organized a department for it, indentured the boys on a part-time basis and paid them the wages for the time they were in school as for the hours they worked.

Chicago School Shortage Drops

Adding 31,000 seats to the Chicago school system as the result of new buildings constructed in 1926, established a new record of school building in that city, according to John F. Byrnes, business manager of the Chicago Board of Education. The seat shortage has been reduced from 73,000 to 42,000. Schools built in the year are valued at more than $23,000,000. Buildings under construction and expected to be ready for occupancy by June are to cost more than $9,000,000 more.

High School Has Seven Publications

Seven school publications, three of them in a modern foreign language, French, Spanish and Italian, respectively, are published by the New Utrecht High School, New York City. Economics in printing and sale of nearly all copies printed enable the papers to be not only self-supporting, but to supply funds for the purchase of regalia and medals and for other purposes.

Five-Year School Survey Planned

The American Historical Association, seeking means and methods of providing for school boys and girls of America an "education for effective social membership," decided to make a five-year study of school practices, extra-curricular activities and of the influences beyond the reach of schools, with the idea of suggesting revisions which will react upon youth in such a way as to develop better citizens. A detailed plan for the survey, prepared by Professor A. C. Krey of the University of Minnesota, and announced by Dr. Henry Osborn Taylor of New York City, newly elected president of the association, provides for the expenditure of $375,000 in the work.

Equality Sought In Education

Plans to seek "equality with men" in academic opportunity and to advance the status of women in higher education will be sought by the American Association of University Women, who met in Washington recently. Dr. Ella Lonn, Goucher College history professor, declared it "might shock members of our association to learn there are several women's colleges where both the president and the dean are men."

Will Study On Mount Sinai

Plans have been announced for an expedition by two Harvard professors across the Northern fringe of the Sahara, along the south shores of the Red Sea, into Asia at Tor, and finally to the peak of Mount Sinai, where they will conduct a detailed research in the library of an ancient monastery 6,000 feet above sea level. Professor K. Lake, Winn Professor of Ecclesiastical History, and Dr. R. P. Blake, assistant professor of History, are the men. The monastery has a valuable library of Greek, Arabic and Syriac manuscripts. Professor Lake declares that the library at Mount Sinai contains a gold mine of materials for scholars, and will undoubtedly throw much light on Biblical times and early Asiatic history.

"Russia" Does Not Exist

Foreign Minister Stresemann of Germany recently caused spectators at a session of the Council of the League of Nations to sit up and take notice when he championed courtesy in league relations with Moscow. Dr. Stresemann added that the Moscow government objected to the use of the word Russia, and that in deference to Moscow's wishes the country should be designated the Union of Socialist Soviet Republics.

Sick Leave Of Teachers

Payment of full salary during leave of absence on account of sickness or other necessary cause is granted public school teachers in at least thirty-five United States cities of 100,000 or more population for periods ranging from one to twenty days or more. Some additional leave on part pay is granted by school authorities in twenty-six cities.

Prep Pupils Outshine College Students

The facility with which boys in preparatory schools outshine college students in intelligence tests is puzzling psychologists. The "Army Alpha," famous test by which the brains of the American Army were measured during the war, was recently given to the boys of a well known prep school by Harold E. Jones, psychologist of Columbia University. The results were combined with those obtained by investigators in other prep schools, and a comparison was made between prep school scores and colleges in various parts of the country. The prep school students not only outranked high school students in mentality, but also scored higher than college students who have taken the same test. After considering various explanations for the superiority of the boys in preparatory schools, Dr. Jones concludes that economic and social selection play a significant part in their mental development.

U. S. Art Industry In Billion Class

American-made art has entered the class of billion-dollar business and one person in every seventy-five in the United States is an artist, according to an announcement made by the Associated Dealers in American Pictures. Members of the association estimate that more than $500,000,000 worth of paintings and other works of art by Americans were sold by dealers during the last year and fully another $500,000,000 worth was disposed of directly by the 1,500,000 artists of the country.

Widow Bequeaths Home for School

Out of a desire to express her gratitude to the School Board of Lincoln, Neb., for having supplied free education for her seven children, Mrs. Julia R. Frazier bequeathed to the board her estate, located within a block of the high school. The home is to be utilized for a school and the premises for a park for children under eight years.

Man Is Headed Back Toward Adam

The progressive evolution of man has ceased and whatever change is taking place at present is retrogressive, according to Edwin Grant Conklin, head of the Princeton department of biology. Professor Conklin, the author of many works on evolution, said it was the opinion of many careful students of the subject that no modern race is the intellectual equal of the ancient Greek. "Evolution, either temporarily or permanently has halted," he averred. "Since the beginning of recorded history there have been few and wholly minor evolutionary changes in the body of man, but what changes have taken place have been retrogressive. There has been no notable progress in the intellectual capacity of man in the past 2,000 or 3,000 years. Even in the most distant future there may never appear greater geniuses than Socrates, Plato, Aristotle, Shakespeare, Newton and Darwin."

French Students Prefer Business

Leaders of the French intellectual world are growing deeply alarmed at the way in which the most brilliant French students are deserting the learned professions for business careers. Unless something can be done to check this tendency, they feel that France soon will lose her "eminent position in the world of science and learning." Under present economic conditions, a learned career means a life of gilded poverty. A young man graduating among the first twenty from the Polytechnique, one of the greatest scientific post-graduate schools in the world, has an earning capacity inferior to that of a city street sweeper. Candidates for the post-graduate institutions at which France's university and high school instructors are trained grow fewer and fewer, and many who enter do not complete the course, but leave to take up some occupation which promises more immediate and tangible rewards.

Afflicted Pupils Watched By City

Special classes for handicapped children in the public schools and the consolidation of physically afflicted pupils in specially designed buildings are features of Philadelphia's educational progress in the last year. Opportunities for study are presented to unfortunate children in 367 special classes under special teachers. This number represents an increase of 12.5 per cent. over the groups in existence during the 1924-25 season. "The work being done in the special classes for handicapped children is not only an educational advantage, but a social and humanitarian asset to the city," said Dr. Oliver P. Cornman, associate superintendent of schools.

Ban Filipino School Gifts

An executive order has been issued by Governor General Leonard Wood ending the collection of voluntary subscriptions for maintenance of elementary schools in the Philippines. An increase in insular aid to such schools to the extent of 1,000,000 pesos brought about the order, which is effective from January 1, and cancels all approvals prior to December 22 for such collections. The Governor General believes the method of voluntary subscriptions places the burden unfairly.

Japanese Graduates Not in Great Demand

Graduates of universities and colleges are not in great demand in Japan. According to an investigation just completed by the central employment bureau of the Ministry of Home Affairs, less than two-thirds of those who were graduated last spring have obtained positions. The 109 institutions of higher learning graduated 15,151 young men. Of these, 8,959 have found work, 890 are working at home, and 3,773 are still unemployed. The rest, 1,529 in number, joined the army.

Multitude of Wage-Earning Students

Washing dishes, beating rugs or turning their hands to the trades, something like 100,000 young men and women are working to pay their way —partially or fully—through state universities and colleges of the United States. Another army is formed of

N. E. A. Tour to Seattle

Tour leaves Boston June 25, 1927. Visiting—Chicago, Glacier National Park, Seattle, Portland, Columbia River Highway, San Francisco, Yosemite National Park, Los Angeles, Catalina, Pasadena, Grand Canyon, Colorado Springs, Pikes Peak, Denver, etc.

Detailed itinerary will be mailed upon request.

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those earning their expenses in the much greater number of private colleges and institutions. While no accurate record of the number putting themselves through college is available, reports from twenty-four state universities indicate that 50,000 boys and girls are paying all or part of the cost of their education with a curious medley of jobs before or after school hours. Despite the extra hours of industry, members of this diligent legion find time to take active part in student affairs. With only one exception, universities questioned declared that some or many of their wage-earning students are prominent on their campuses.

Foreign Language Newspapers in New York

There are published in New York City daily newspapers in twenty-three different tongues. Their combined circulation indicates that one out of every six New Yorkers reads a paper printed in a foreign language. With one out of three persons in New York, Jewish, according to the latest estimates, the seven Jewish dailies alone reach more than half the foreign press clientele. Forty foreign language dailies and a total of 193 foreign publications come from the city's presses every month. From 1,323 publications in 1917, a country-wide survey shows a drop to 1,160 in 1926. The German press nationally still holds leadership with 203 publications or fifty-two more than the Italians print. Editors say that they do not expect for many years any great decline in the foreign language press, however inevitable the decline might sometime be.

The NORTHFIELD

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are three rewards of a mid-winter holiday at this favorite New England hotel. Fun for the active includes skiing, snowshoeing, tobogganing, sleighing, and other winter sports. Outdoor picnics and indoor comforts attract. Comfortable steam-heated rooms; open fires; library; good food. Accommodations for group or individual. Phone Northfield 44 for reservations or write for illustrated booklet.

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TREND OF THE TIMES

A DRY NIAGARA by about 5100 A. D. is the prediction of Frank B. Taylor, Fort Wayne, Ind., geologist. He said that Father Time and Mother Nature eventually will settle the Lake diversion controversy. If the present land-tilting in the Great Lakes basin shall continue, the two will step into the picture about 5100 A. D. causing the four upper lakes to discharge at Chicago and Niagara Falls to go dry as the result of uplifting of the land at Buffalo.

AUTOMOBILE DEATHS for 1925 in the United States were at the rate of one killed for every 923 cars registered. Some cars killed more than one. In New York State one person was killed for every 731 automobiles registered, but Florida's record was worst, with one death for every 597 cars registered. In Iowa, which made the best showing, there was one death for each 2,190 cars.

WOMEN CRIMINALS committed to penal institutions in New York State in the last five years have decreased twelve and a half per cent. in number. On the other hand, the number of male inmates in the same institutions has increased twenty-six per cent.

GERMAN ARMAMENT control will be taken over by the League of Nations as a result of an agreement reached between Germany and the allies. The allied forces are to be removed on January 31. The allied countries will post technical experts with their embassies at Berlin.

AUTOS OUTNUMBER telephones in America by 4,000, according to Edward S. Jordan, manufacturer of the car bearing his name.

HOME OWNERS are on the increase, according to authorities. Secretary Hoover predicts that by 1920 more than one-half of the entire population of this country would own their own homes. The last census in 1920 showed only 45 home owners out of every 100 people. This access of new private dwellings is stimulated by rising city rents, a Niagara of mortgage capital, and a concerted drive by real estate boards, newspapers, financial institutions and the Government to provide better housing.

WESTERN HEMISPHERE governments are likely to form a league of new-world nations, thus paving the way for closer co-operation not only among themselves, but also with the countries of the Old World. This was envisaged by John Barrett, formerly director-general of the Pan American Union, as a logical sequel to Canada's appointment of a Minister to the United States. He revealed that many statesmen on both continents had already endorsed the idea of inviting Canada to join the Pan-American Union.

WOMEN LEGISLATORS in this country include ten as state senators and 129 as members of the lower houses of legislatures. This is about two per cent. of the total membership.

AIRWAY RULES, designed to safeguard life and traffic in the clouds as do the older codes which guide vessels on the sea and vehicles on the highways, went into effect January 1, 1927, by order of Secretary Hoover. The rules not only govern flying, but also provide for inspection of airplanes at regular intervals, for personnel tests and for adequate equipment for safe flying.

DECIPHERING STATIC as messages from the sun is the task set before scientists by Professor Michael I. Pupin, retiring president of the American Association for the Advancement of Science. He believes that the sun and earth are intimately connected electrically and magnetically and that fading and magnetic storms, or static, will yield important information within the next twenty-five years.

AMERICAN BOY of today is two and a half inches taller than he was fifty years ago, Dr. Horace Gray of Chicago declares. Presumably the most important cause of this, according to Dr. Gray, is the progress in control of infantile diseases which damage growth or in knowledge of vitamines and sunlight, with consequent better nurture.

CHICAGO GANGSTERS will not have a thing on the police in the matter of machine guns. Profiting by the success with which the city's beer-runners shoot down their opponents with gatling guns, the police are testing thirty-four machine guns each capable of firing 100 shots a minute.

DESERT SHIP of the future will not be the traditional camel, in the view of a Kiel inventor, who has evolved a gigantic motor vessel nearly 300 feet long, 38 feet in breadth and 50 feet high, resting on four huge wheels nearly 40 feet in diameter. The estimated speed is about twenty miles per hour. The vessel looks like a medium-sized ocean liner.

The BOOK TABLE

CARPENTER'S JOURNEY CLUB TRAVELS. "The Houses We Live In" and "The Clothes We Wear." By Frank G. Carpenter and Frances Carpenter. Cloth. Beautifully Illustrated. Each 200 pages. New York, Cincinnati, Chicago, Boston, Atlanta: The American Book Company.

"Journey Club Travels" provide something fascinatingly new and brilliantly attractive for supplementary reading, an approach to the study of geography unsurpassed if not unequaled. These two books were seized immediately upon their arrival for Christmas gifts, and no books for the holiday trade have equaled these in the estimation of those who know books for children.

If Frank G. Carpenter has ever had a rival in the portrayal of the world as it has been seen by a student of the countries of all the continents we have never discovered him. We are sure that no other writer has ever known the countries and the people of the globe a tenth part as thoroughly and as intelligently and for as many years as had Frank George Carpenter, and no one had equal skill in helping people in school and out know all phases of life in all lands.

In the first place Mr. Carpenter loved to travel, knew how to travel, and always made it pay to travel. We chance to know that in the last of his world trips the leading daily paper in every important city in the United States paid $150 or more for each article which he sent back from his travels. It was easy for him to get thousands of dollars for every newspaper article he wrote, and this was possible because no one else could write as he wrote, for no one else could see as he could see it, for he had been everywhere many times and had seen the evolutions of everything everywhere for a quarter of a century.

The three books, "The Food We Eat," "The Clothes We Wear," and "The Houses We Live In," are the cream of all of Dr. Carpenter's writings. Every fact is the most important of its class of facts. Every statement is as clear as crystal and as electrifying as a spark plug. The scheme of presenting it at the meetings of "Journey Club Travels" is so ingenious as to hold close attention of every reader from the first paragraph to the last, and leaves every reader with a vivid picture of where everything in everyday life comes from, how it was brought to this country and to the student's community, how it was prepared to be sent here, and how it has been prepared to make the houses we live in, the clothes we wear, and the food we eat.

No three books have been published that can do for children what these three books can do.

PSYCHOLOGY FOR TEACHERS. By Charles E. Benson, James E. Lough, Charles E. Skinner and Paul V. West, all of New York University. Cloth. 390 pages. Boston, New York, Chicago, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

This is an unprecedented group of authors. They are of the same university and of the same school of education. This is quite unusual when the group has had no dominating leader in the School of Education.

The outstanding feature of this "Psychology for Teachers" is the evident purpose of each and every author to make a positive contribution to a workable psychology for young men and women who really want to know how to teach successfully and how to teach teachers to teach successfully.

One of the tragedies in teacher training is the number of teachers of teachers who are absolutely stupid teachers themselves. It seems never to enter the minds of many members of a teachers' college faculty that if one has a suitable body of pedagogy he should be able to demonstrate that it actually works. In early pedagogy in this country the men who wrote for teachers were great teachers, such men as David P. Page, Edward A. Sheldon, James P. Wichersham, William H. Payne, Josiah Royce and William James.

The impression one gets from "Psychology for Teachers" is that the authors know how to make theory practice successfully. In every way this book represents the height of common sense. It shows that the authors know all that is being tried and know the distinction between an author's infatuation with an idea and the service it can render in application.

WHAT ARITHMETIC SHALL WE TEACH? By Guy Mitchell Wilson, Ph.D., Boston University. Riverside Educational Monographs. Edited by Henry Suzzallo. Boston, New York and Chicago: Houghton Mifflin Company.

Dr. Guy Mitchell Wilson, professor of education, Boston University, has demonstrated an exceptional vision in extending the horizon of the prospective value in life of what is studied in school. His skill is in interpreting service of the school in preparing children to fit the works of the school to the needs of the extended horizon.

In attempting to answer the question "What Arithmetic Shall We Teach?" Dr. Wilson approaches a problem that has thus far been as illusive as the squaring of the circle. Many things have been eliminated. We taught Duodecimals, Least Common Multiple and many things now discarded when we taught arithmetic in the Bridgewater State Normal School, and complexes have been reduced, but there has been no appreciable time reduction in a child's school work in arithmetic.

New England clung tenaciously to a ninth elementary grade primarily because it would cheat arithmetic of just so much time.

Dr. Wilson has made an honest attempt to answer the question "What Arithmetic Shall We Teach?" and we shall await with consuming interest the effect it has upon the reduction of time devoted to arithmetic in the elementary schools.

NEW SCHOOLS FOR OLDER STUDENTS. By Nathaniel Peffer. Cloth. 250 pages. New York: The Macmillan Company.

This is an attempt to record all that has been done and is being done for adult education. It is a strange mixture of finding fault with the public schools, with practically all attempts at adult education and the presentation in a sort of hopeless way of something that would work where everything else is failing. We quote characteristic paragraphs:—

"Here is sounded the new note in American education—*the revolt against the standardization of our school systems, our colleges, and universities,* and the voicing of a new critical sense, a spirit of scepticism and inquiry, side by side and synchronous with Babbitry."

"The professional vanguard is already striking its tents. Footsteps on the trail to the band wagon may be faintly traced even now. A few seats far forward have already been pre-empted, with customary gusto. All the intellectually restless, uprooted, unadjusted and over-energetic who give motion and momentum to our fads or make fads of ideas seriously conceived and modestly broached—psychoanalysis, Americanism, Nordicism, reformism or calories—all such have taken notice of adult education. . . . Added to that ilk and equally dangerous is the horde of professional organizers, those who live by attaching themselves to whatever is new and seems prosperous. . . . Let us eschew the locutions of seekers after Utopias, fabricators of millennia, lightning-change reformists."

PRIMER OF FRENCH LITERATURE. By George Saintsbury. Sixth Edition, with a supplementary chapter by T. B. Rudmose-Brown. Cloth. vi+168 pages. Price, 85 cents. New York: Oxford University Press, American Branch.

Professor George Saintsbury is not only one of the foremost English literary critics, but he was a pioneer among English students and teachers of French literature. In addition to his larger book on French literature he prepared many years ago this "Primer," in which an attempt was made to sketch the development of French literary endeavor from the beginnings to the last half of the nineteenth century, emphasis being laid rather on the general trend than on great detail with respect to individual authors and works—though of course these are not neglected. The book has enjoyed a success quite disproportionate to its size. As the author points out in preface to this edition, however, no substantive addition has been made to the text for twenty-five years. In the preparation of this edition, therefore, the author and publishers have called upon Professor T. B. Rudmose-Brown of the University of Dublin, who has provided a chapter on "The Present Day" very much in the manner of Mr. Saintsbury, thus bringing the text down to our own time. A new index is included. The book should have continued success in its revised form. The Oxford University Press also publishes similar "primers" of Italian literature (Snell) and Spanish literature (Fitzmaurice-Kelly).

CURRICULUM INVESTIGATIONS. By Franklin Bobbitt, with the co-operation of Paul L. Palmer, John A. Nietz, Irl H. Dulebohn, Genevieve K. Bixler, Clara H. Lorenzen, Sarah A. Bobbitt, Robert C. Scarf, Harvey C. Lehman, Clara A. Dyer, Harriet M. Mott, Harold H. Postel. Chicago: The University of Chicago.

The zeal for curriculum investigations is greater than any other that has taken possession of the professional mind. Professor Bobbitt has demonstrated skill and common sense in other fields, and he has put no retarder on either as he attacked the question of curriculum. He states the general situation brilliantly in presentation of the problems involved.

Civilization is a system of *activities*. Whether savage or civilized, man is concerned with matters of food, shelter, physical protection, decoration, travel, communication, social adjustment, social control, play, work, family life, religion, and the like. Civilization has been a process of inventing and using improved, and usually enlarged, methods of carrying on the activities of life.

The child of today begins where the child ten thousand years ago began; but, while the latter had to learn only the simple things of his day, the child and youth of today must acquire, during the course of his twenty or twenty-five years of growth, the ability to perform the long series of complicated, and often highly subtle, activities which man has been discovering, inventing, and accumulating during the past thousand generations.

The business of education today is to teach the growing individuals, so far as their original natures will permit, to perform efficiently those activities which constitute the latest and highest level of civilization. Since the latter consists entirely of activities, the objectives of education can be nothing other than activities, and since, after being observed, an activity is mastered by performing it, the processes of education must be the observing and performing of activities. The curriculum is that performance of the activities in their earlier stages out of which the matured performance grows.

Education has no function except that of leading persons to perform properly the activities which constitute an enlightened, humanistic civilization. Our first task is to find out with definiteness and certainty what these activities are.

The problem of determining the activities is not to find out what is *usually* done. It is not to find the average performance. The frequency of an activity on the part of a mediocre generation is not of much value in showing us at what education ought to aim. Those who have achieved the highest and most desirable levels of human performance are relatively few. The activities of the high type to be aimed at are therefore relatively infrequent.

A HEALTH EDUCATION PROCEDURE FOR THE GRADES AND GRADE TEACHERS. By Mrs. Kathleen Wilkinson Wootten. Cloth. 420 pages. Illustrated. Published by the National Tuberculosis Association, 170 Seventh Avenue, New York.

Mrs. Wootten's work at the Woman's College, Milledgeville, Georgia, has attracted appreciative attention in the North as well as in the South, and "Health Education Procedure" is a remarkable broadcasting of the ways and means which have won recognition in health promotion.

The wealth of material embraces all ranges of health from the cradle to the hospital, in school and out, in home and institution, and it is appealingly arranged and inspiringly presented. With this book available there is no excuse for any school to neglect anything that will contribute to the promotion of health.

AN ITALIAN ANTHOLOGY. Translated into English by Various Authors and Collected by Florence Trail. Cloth. 208 pages. Boston: Richard G. Badger, The Gorham Press.

Miss Trail specializes on Italian verse for school use. She is the collector of sixty-five metrical translations in "A History of Italian Literature" and of twenty-three in "The Scholar's Italy." This edition of "An Italian Anthology" is limited to five hundred copies printed from type which has been distributed. Nowhere else can any one find the equivalent of this Anthology.

Books Received

"Modernizing the College." By A. Monroe Stowe. New York: Alfred A. Knopf.

"Rhythms and Dances for Elementary Schools." By Dorothy La Salle. New York: A. S. Barnes and Company.

"Arithmetic for Business." By B. B. Smith and C. R. Hill. Battle Creek, Michigan: Ellis Publishing Company.

"The New Rational Typewriting." Intensive Course. By Rupert P. Sorelle.—"The New Rational Typewriting." 1927 Edition. By Rupert P. Sorelle. New York: Gregg Publishing Company.

"Music Appreciation Readers." Books I and II. By Hazel G. Kinschella. New York: University Publishing Company.

"Reddenda Minima." By T. K. E. Batterbury.—"The Mind of Rome." Edited by Cyril Bailey. New York: Oxford University Press.

"The Pathfinder Star Maps." By Edward S. King. Cambridge, Mass.: The Cosmos Press, Inc.

"A Short Italian Dictionary." Volume II. By Alfred Hoare. London: Cambridge University Press.

"Marta Y Maria." By Palacio Valdes. Boston: Ginn and Company.

"Horses, Now and Long Ago." By Lucy Sprague Mitchell. New York: Harcourt, Brace and Company.

"Histoire de France." By Vast and Jalliffier, J. Greenberg. New York, Chicago: Charles E. Merrill Company.

"The New Social Civics." By D. E. Phillips and J. H. Newlon. New York, Chicago: Rand McNally and Company.

"Music Stories for Girls and Boys." By Donzella Cross. Boston: Ginn and Company.

"I Sing the Pioneer." By Arthur Guiterman. New York: E. P. Dutton and Company.

"South America: The Continents and Their People." By J. F. Chamberlain and A. F. Chamberlain.—"The Outline of History." Volumes I and II. By H. G. Wells. New York: The Macmillan Company.

"Tales from Far and Near." By Arthur Guy Terry.—"Tales of Long Ago." By Arthur Guy Terry.—"The Beginnings." By Arthur Guy Terry.—"Lord and Vassal." By Arthur Guy Terry.—"The New Liberty." By Arthur Guy Terry.—"The Modern World." By Arthur Guy Terry. Chicago, New York: Row, Peterson and Company.

"La Cagnotte." By Labiche and Delacour, W. O. Farnsworth.—"Exercises in French Syntax." By J. E. Mansion.—"Ramuntcho." By Pierre Loti and E. F. Hacker. New York: D. C. Heath and Company.

"Laboratory Exercises to Accompany Waggoner's Modern Biology." By Mary A. Bennett.—"Extra Curricular Activities." By J. Roemer and C. F. Allen. New York: D. C. Heath and Company.

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Teacher (to unusually bright student)—"Abie, how much would $500 at two per cent. amount to at the end of a year?"

No answer.

"Don't you know that, Abie?"

"Yes, but I'm not interested in two per cent."—Mink.

Natural History

The little boy from the city was visiting with several of his friends on a farm and while they were playing around in a strip of woods near the house he suddenly came upon a box with a number of empty condensed milk cans in it.

"Hey, feller, come here quick," yelled the citified kid. "I've found a cow's nest!"

Discouraging Prospect

Willie—"Say Dad, did you go to Sunday school when you were a boy?"

Dad—"Yes, son, I went regularly. Never missed a Sunday."

Willie—"Well, I'll bet it won't do me any good either."—Brockton Enterprise.

The Problem

The professor of astronomy had shown his fair visitor all through the observatory, and explained the work in minute detail.

"I can understand how a new star might be discovered," she remarked sweetly, "but how do you clever people ever find out its name?"—Capper's Weekly.

Let George Do It

Jimmy—"My dad's awful smart."

George, Jr.—"What does he do?"

Jimmy—"Why, he's a mechanic and makes locomotives."

George, Jr.—"Gee, that ain't nothing; my father's a commuter and makes two trains every day."

Not Yet

Professor—"Is this wrong, 'I have et'?"

Student—"Yes."

Professor—"What's wrong with it?"

Student—"You ain't et yet."—Hamilton Royal Gaboon.

No Hurry

Lady Jane—"Have you given the goldfish any water, Janet?"

Janet—"No, mum, they ain't finished the water I gave them yesterday yet."—Jack O' Lantern.

Dad Escapes From One

"Papa, what's a net?"

"A net, my son, is a bunch of holes tied together by little pieces of string. Now, put up your books and run out and play a while."—Okla. Whirlwind.

The Exception

Husband (balancing the household budget)—"I don't believe I've made one extravagant expenditure so far, dear."

Wife—"But what about that fire extinguisher you bought a year ago? We've never used it once."

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Children Learn Thinking by Thinking

"Another reason why children do not think as much as adults is because teachers and parents do not give them the opportunity. The line of least resistance on the part of teacher and parent is to do the thinking for the children rather than to guide them in the process. A child learns to think by thinking and not by having someone else do it for him. Many children show ability to think when called upon to solve their own problems outside of school. The same children under the control of an unsympathetic teacher will substitute verbal statements, having merely the appearance of thought, for thought itself. If thinking is directed toward the solution of real problems, it is pleasant and satisfying. It will appear worth while, and children and young people will do more of it. Thinking, like all learning, should be accompanied by a feeling of satisfaction. There are distinct stages of preparation and readiness for the act of thinking."—From "Psychology for Teachers" by Benson, Lough, Skinner and West.

Bird Banding

There was recently in Chicago a convention in which the leading ornithologists of the Central States were present. The arrangements under the direction of William I. Lyon of Waukegan, Illinois, were highly interesting and profitable. One feature of the work of this association is helping the United States government in its study of the habits of birds. By means of numbered aluminum bands on the legs of our native birds an important investigation is being carried on by our government. The purpose of this investigation is to learn how long birds live, what routes they travel in migration, how many miles they travel in a day, whether or not they return to the same locality, whether or not they keep the same mates, and many other interesting questions. If you handle any game bird or find any other kind of bird, dead or alive, examine its legs for a band and read the number very carefully. If the bird is alive, leave the band on and release the bird, but if the bird is dead, remove the band and send the band and all information possible in either case to the Biological Survey, Washington, D. C.

"Oldsters"

Insurance actuaries tell us, according to Earl Godwin in the Public Ledger, that five per cent. of the population is made up of flapper grandmas and foxy grandpas of sixty-five years of age and up. One out of every twenty one sees on the street is three score and a quarter. One hundred years ago they formed but four per cent.

What is more, they are increasing at the rate of 100,000 a year. Two-thirds of them are self-supporting.

One hundred years ago the span of life was twenty-eight years long on the average; now it is around fifty. Medical science and sanitation are bringing the average nearer 100 every hour.

George Eastman is the uncrowned king of kodaks at 72. Morse clicked off his alphabet until he was 75 and died at 85. Bessemer must have had some of his steel in his system, for he functioned beyond 70.

Watts, who turned a tea kettle into a steam engine, held the throttle for fifty-seven years and died at 85. Stevenson, the daddy of the locomotive, did most of his work after he was 50. Edison is still electrifying the world a year or two short of 80.

Commodore Vanderbilt lengthened his railway system 10,000 miles and added to his fortune $100,000,000 after he was an octogenarian.

Galileo worked out his laws that revolutionized the thinking of the race at three score and ten plus three years. Humboldt started his greatest work at 75 and finished it at 90.

Pasteur was paralyzed on one side at 47. Afterward, when he was but half a man, he worked out his theory of germs and has saved countless human lives. Christopher Columbus made his discoveries after he was 60.

"Uncle Joe" Cannon drives his own car through traffic at Danville, Ill., at 90. He was comparatively unknown at 40. At 70 he helped to direct the destiny of the republic. Gladstone revolutionized the British government at 80.

Garibaldi liberated Italy after he was 60. If Mussolini would profit by his example he would wait a few years and there might be more of the liberties of that country left over.

Abraham Lincoln accused himself of being the most colossal failure of the ages at 46. He had done nothing and was nothing up to that time.

Robert E. Lee led the armies of the Confederacy after the age most men have retired. Following the war he was president of Washington and Lee University. He has the credit of starting the first school of agriculture as well as of journalism. He had not lost his initiative.

Izaak Walton wrote his "Compleat Angler" at 90. Next to the Bible it is said to have the largest circulation. Mark Twain's best works appeared after he was past middle life.

Verdi, Bach, Beethoven, all began young, but the best output of their genius was in later life. Oliver Wendell Holmes and Henry W. Longfellow were in their prime at 73. Tennyson wrote his "Crossing of the Bar" at 80.

Victor Hugo gave the world five books between 75 and 80. Washington Irving wrote his "Life of Washington" at four score. Bancroft finished his history at 82. And it may be a surprise to know that Goethe, whom many regard as the greatest German, completed his most noted work, "Faust," at 80.

Space fails to tell of Spencer and

Darwin and Confucius and Cruikshank and Corot and Benjamin West and a host of others who crowded their latter years with their best work.

Our civilization rests upon pillars lifted by thinkers whose brains functioned best after 60, and many of them between 80 and 90, says Godwin.

The epoch-making work of the world has been done by men between 50 and 80, says Dr. Dorland of Chicago. Of the 100 most noted personages of history eighty of them did their best work between 50 and 80.

—Los Angeles Times.

Oh, Joy!

"Have you ever observed in a crowd that the broader the faces the more room there seemed to be?

"I have seen—and you have seen—one person with the vertical facial development fill a whole room so full that you couldn't squeeze a smile.

"If I could have only one, I'd rather have a wide smile than a high brow. There are more people wise than happy. Stop complaining about the things you can't do.

"Do as well as you can, what you can, and you'll get a lot of fun out of it.

"Make your associates glad by being happy while you live, and when you are enjoying the rainbows at the fountains of eternal bliss the horizontal dimensions of your face will be a pleasant memory to a host of friends."

The men whom I have seen succeed best in life have always been cheerful and hopeful men, who went about their business with a smile on their faces, and took the changes and chances of this mortal life like men, facing rough and smooth alike as it came.—Charles Kingsley.

Meetings To Be Held

JANUARY

17-23, 1927: National Thrift Week.

FEBRUARY

19: National Council of Teachers of Mathematics, Dallas, Texas. Marie Gugle, Columbus, Ohio, President.

27-March 3: National Society of College Teachers of Education, Dallas, Texas.

27-March 3: Fifty-seventh annual meeting of the Department of Superintendence of the N. E. A., Dallas, Texas.

MARCH

31-April 2: Schoolmen's Week Sessions, University of Pennsylvania, Philadelphia.

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